

Beginning Readers Are Not Just Small Versions of Readers! Scaffolding Beginning Readers to Complex Text



Presented by:
Kathy Barclay, Ed.D.

Our Big Ideas

K-2 students are at a unique stage of development, forming neural pathways to unlock the alphabetic code in order to make sense of text.

To ensure students can read increasingly complex texts, teachers need to provide a strong foundation in the critical K-2 years.

The Common Core challenges teachers to provide "regular practice with complex text and its academic language."



...regular practice with complex text and its academic language."
-- CCSS, 2010

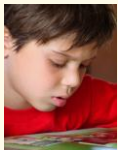
"By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding, as needed at the high end of the range."

First Things First



"Some people there are who, being grown, forget the horrible task of learning to read. It is perhaps the greatest single effort that the human undertakes, and he must do it as a child."

- John Steinbeck
(1962 Nobel Prize Winner for Literature)

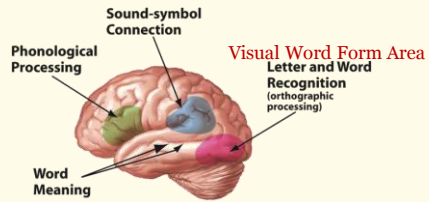


Significant progress has been made in the past several decades in understanding how reading really works and how we learn to read.

Scientists know the main brain processing systems involved in reading.



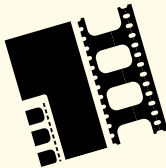
What is reading?



What the brain must do to read

Question

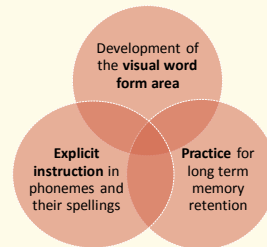
What does a pre-reader and a camera have in common?



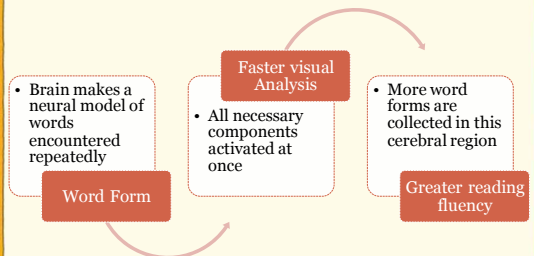
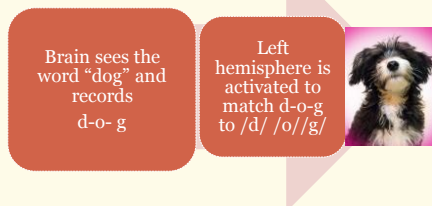
During the pre-reading stage the child's brain takes snapshots of letters and words and memorizes these.

The brain then processes these, much in the same way it recognizes faces.

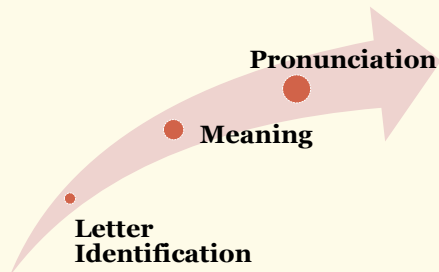
Learning to read depends on...



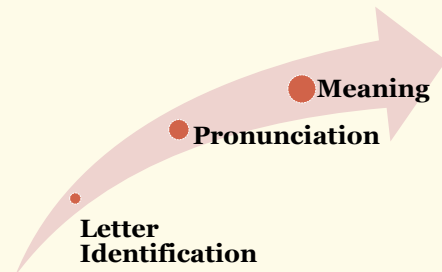
After direct instruction and practice...



When skilled readers encounter a FAMILIAR word...



When skilled readers encounter a NEW word...



Learning to read starts with understanding...

speech is composed of individual sounds

written spellings represent those sounds

phonemes can be manipulated to form new words and rhymes



Intelligence & Learning to Read

- Lack of a strong relationship between IQ and early reading.
- IQ is only weakly related to reading achievement in grades 1 and 2.
- Children who have difficulty learning to read often have above-average IQs.
 - Korteinen, Narhi, & Ahonen, 2009; Paloyelis, Rijdsdijk, Wood, Asherson, & Kuntsil, 2010; Shaywitz, 2003.



Intelligence & Learning to Read

"...to a large degree, learning to read is independent of intelligence. This is an important point because some teachers mistakenly assume that children with problems learning to read are of lower ability and will also have difficulty in other subject areas. Such a presumption can lead to lower expectations and less challenging work for those children" (Sousa, 2014, p. 37).

There are two main parts to reading:



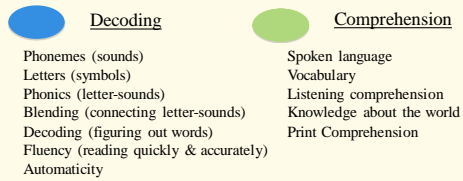
Decoding/Word Recognition (getting the text off the page)



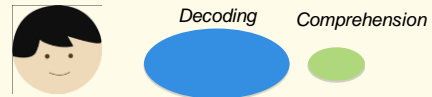
Comprehension (understanding what is read)

So...what is reading?

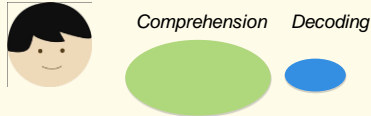
Children follow a predictable progression of skill development when learning to read



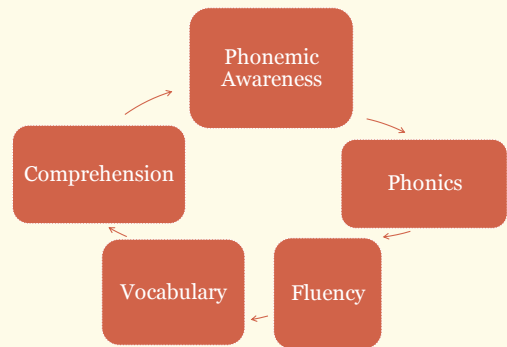
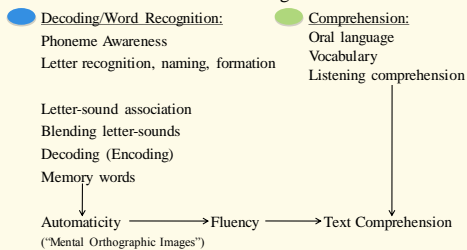
Less fluent readers devote most of working memory to decoding.



More fluent readers devote most of working memory to comprehension.



Predictable Progression of Skills



Phonological Awareness

Type	Description	Examples
RHyme	Matching the vowel and ending sounds of words	cat, hat, bat, sat
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/

Phonemic Awareness

- helps children learn to read and spell
- can develop independent of learning letter-sound relationships
- is a strong predictor of reading success that persists throughout school

cat = /k/ /a/ /t/ /k/ /a/ /t/ = cat

Phonemic Awareness

Type	Description	Examples
ONSETS AND RIMES	Blending and segmenting the initial consonant or consonant cluster (<i>onset</i>) and the vowel and consonant sounds spoken after it (<i>rime</i>)	/m/ /ice/ /sh/ /ake/
PHONEMES	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/ bat, cat, can, an

Phonics

- Significantly improves K-1 children's word recognition and spelling.
- Significantly improves children's reading comprehension
- Is effective for children from various economic and social levels.
- Is particularly helpful for children who are having difficulty learning to read and who are at risk for developing future reading problems.

Phonics

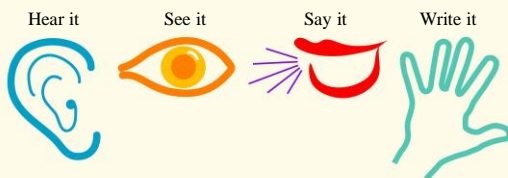
cat cake father

bough cough dough rough

Effective Phonics Instruction

- Systematic and explicit instruction in
 - how to relate sounds and letters
 - how to break words into sounds
 - how to blend sounds to form words
- Practice reading stories that contain words using the specific letter-sound correspondences the children are learning
- Practice writing letter combinations and using them to write their own stories
- Can be adapted to the needs of individual students

Systematic & Explicit Instruction Using a Multimodal Approach



There's good news and bad news

The Good News

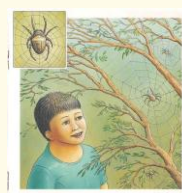
Practice makes permanent



The gull sits still.

The Bad News

Practice makes permanent



I like to find spiders.

Text Matters!

Collectively the results indicate that **decodability is a critical characteristic** of early reading text as it increases the likelihood that students will use a decoding strategy and results in **immediate benefits**, particularly with regard to **accuracy**.

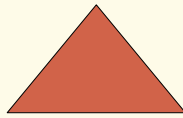
Cheatham and Allor, 2012

Children need many opportunities for practicing their growing reading skills in...

- phonetically-controlled, decodable text
- more complex, grade-level text, including informational text

Texts for beginning readers

Engaging, cumulatively
decodable text
while mastering decoding



Read-aloud text,
above grade-level,
to develop concepts
and language

Grade-level text
experiences with
mediation

Reading Aloud in the Primary Grades

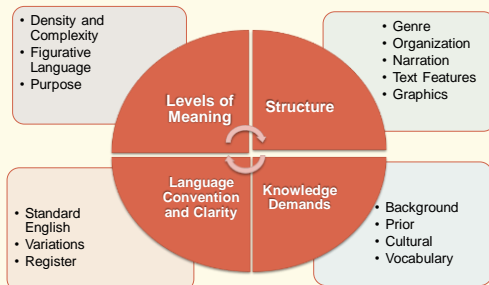
"Preparation for reading complex informational texts should begin at the very earliest elementary school grades... Having students **listen to informational read-alouds in the early grades** helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades."

(CCSS ELA Standards, p. 33)

Providing Grade Level Text Experiences

An effective program provides differentiated instruction designed to stretch students to meet the demands of reading challenging text, rather than placing students in leveled readers according to instructional levels or simply using low-readability textbooks.

Selecting Appropriately Complex Texts



Text Complexity Depends On...

- Vocabulary
- Students' background and abilities
- The text and its structure



Reading Complex Text

For sale: baby shoes, never worn.
- Ernest Hemingway

Reading Strand for Informational Text, Grade 2

Key ideas and details

1. Ask and answer who, what, when, where, why and how
2. Identify main topic of a multi-paragraph text
3. Describe the connection between a series of events, ideas, concepts or steps

Craft and Structure

4. Determine meaning of words and phrases in text relevant to grade 2
5. Use text features to locate key facts or information
6. Identify the main purpose of a text, including what the author wants to answer, explain or describe

Integration of Knowledge and Ideas

7. Explain how specific images contribute to and clarify a text
8. Describe how reasons support specific points the author makes
9. Compare and contrast two texts on the same topic

Range of Reading and Level of Text Complexity

10. Read and comprehend text in the grades 2-3 text complexity band



Helping K-2 Children Learning to Provide Text Evidence



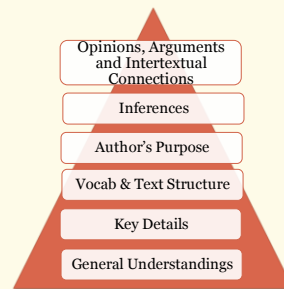
Scaffolding Students to Complex Text

The standards require that students read appropriately complex text at each grade level – independently (Standard 10).

There are many ways to scaffold student learning as they meet the standard:

- Multiple readings
- Read Aloud
- Chunking text (a little at a time)
- Thinking aloud after reading chunks of text
- Careful questioning and use of text features

Progression of Questioning



Adapted from Frey, N., & Fisher, D.



The Goal! Reading, writing and speaking grounded in evidence from text

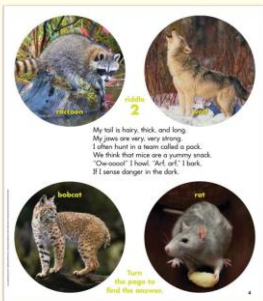
- Rather than asking students questions they can answer from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.
- Students should be able to answer a range of text-dependent questions, including questions for which the answers require inferences based on careful attention to the text.

Helping Students Read Like a Detective



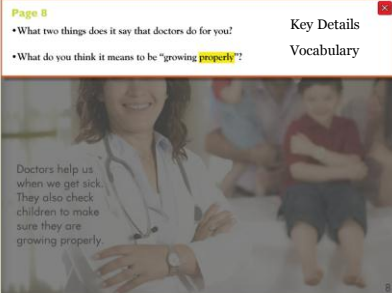
- Identify the big ideas children should gain from the text.
- Develop instructional plans for helping students access the content.
- After reading sections/pages of text, pause to ask questions and to guide students' comprehension.

Super Duper: Who's Who



Check and Comment
Think aloud: "I see the claws, the pictures, and what I already know to decide which animal makes sense as the answer. I can tell from the picture that a bobcat's tail isn't long, so the middle isn't about a bobcat. I know that rats don't eat mice, so it's not about a rat. It must be a raccoon or a weasel. Which of these animals do you think it is? 'Who?' [If children say raccoon, point out that the animal has long ears and a long tail, so a weasel makes more sense as the answer.] [Monitor comprehension and use a fix-up tip: Think about what makes sense.]"

Super Smart: A Great Place

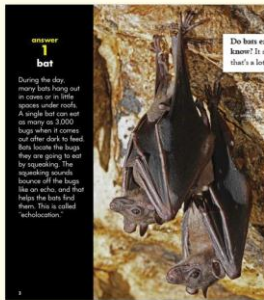


Page 8
 • What two things does it say that doctors do for you?
 • What do you think it means to be "growing properly"?

Key Details
Vocabulary

Doctors help us when we get sick. They also check children to make sure they are growing properly.

Super Duper: Who's Who



Key Details

Do bats eat a lot of bugs? How do you know? It says one bat can eat 3,000 bugs—that's a lot! (Draw conclusions)

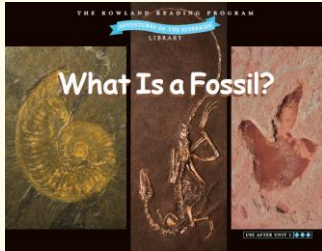
1 bat
 During the day, many bats hang just in caves or in little spaces under roofs. A single bat can eat as many as 3,000 bugs when it comes out after dark to feed. Bats know the bugs they are going to eat by listening. The squeaking sound bounces off the bugs like an echo, and that helps the bats find them. This is called echolocation.

General Understandings

- Overall view
- Sequence of information
- Main claim and evidence
- Gist of passage

General Understandings in First Grade

After reading this book, how would you answer the question posed on the cover of this book? How do you think the author would answer this question?



Identifying key details involves...

- Searching for nuances in meaning
- Determining importance of ideas
- Finding supporting details that support main ideas
- Answering who, what, when, where, why, how much, or how many types of questions

Key Details

What are the different kinds of fossils that the author names in the book?

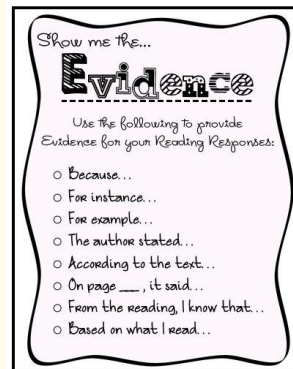
Show me in the text where you found that information.



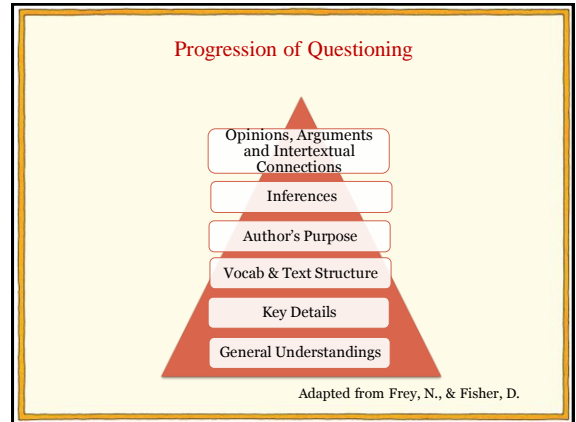
Example	Type of Fossil
<ul style="list-style-type: none"> • Dinosaur • Plant • Frog • Clam and crab • Shark • Ants • Tusk 	<ul style="list-style-type: none"> • Skeleton • Eggs • Prints • Teeth • Print • Skeleton • Shell • Teeth • Sap • Frozen in ice



mary.wallis@dsusd.us

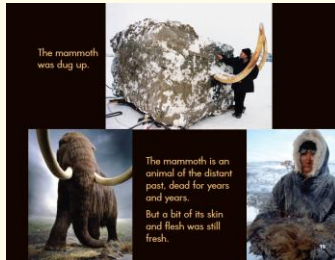


NON-FICTION RESPONSE		NAME: _____
		DATE: _____
TITLE & AUTHOR: _____		
MAIN IDEA: _____		
EVIDENCE: _____		EVIDENCE: _____
TEXT FEATURES: CHARTS OR CONTENTS CHRONOLOGIES CHARTS INDEX CAPTIONS CHARTS GLOSSARY LABELS CHARTS HEADINGS IMAGES VOCABULARY SIDEHEADINGS QUOTES DIALOGUES		



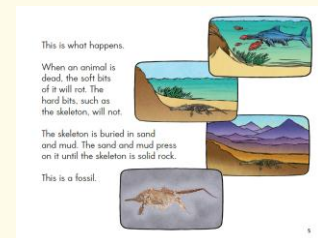
Vocabulary in First Grade

How does the author help us to understand what a mammoth is?



Text Structure in First Grade

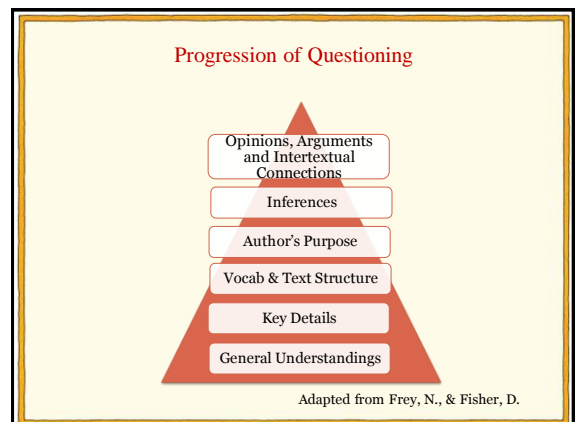
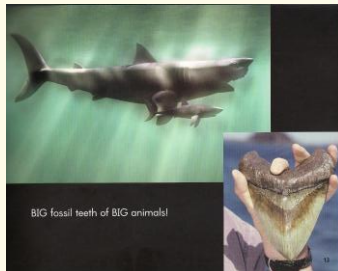
How does the author help us to understand how fossils are made?



Why is this page illustrated differently from the other pages in the book?

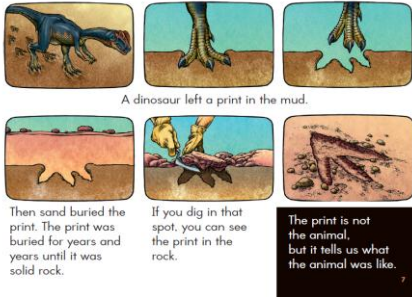
Text Structure in First Grade

Why does the author use capital letters for these words? What else does the author do to help us understand size?



Author's Purpose

Question(s): Why did the author write this text? What did the author want us to know?



Inferences

Question(s):
The author encourages us to look for fossils.
Why are fossils helpful to us?
How do you know?



What is this?
A fossil plant!
It is not the plant. It is a print of the plant in rock.
The fossil print tells us what the plant was like, just as the dinosaur print tells us what the dinosaur was like.

Opinion/Arguments

What information does the author provide to help us understand why fossils are helpful?



Intertextual Connections

Narrative

Who are the main characters in this book? What are they trying to do?



Informational

How are these two books similar? How are they different?

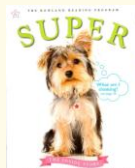


Scaffolding Primary Children's Reading of Complex Text

Let's Review!



Grade 1



Grade 2


Our Big Ideas

K-2 students are at a unique stage of development, forming neural pathways to unlock the alphabetic code in order to make sense of text.

To ensure students can read increasingly complex texts, teachers need to provide a strong foundation in the critical K-2 years.


The Common Core challenges teachers to provide "regular practice with complex text and its academic language." This happens through scaffolding students during the reading of grade level text.

Thank You
for your participation today.



ROWLAND READING FOUNDATION

Our Mission:
Improving Reading
in the Primary Grades



Kathy Barclay
KH-Barclay@wiu.edu